

Return to: Diane Stuehmer, Title I Director  
Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509

NDE 04-\_\_\_\_  
Due: \_\_\_\_\_

## ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: Walthill Public School  
County-District Number: 87-0013

### **Introduction**

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

**Tier I Schools** means the five (5) lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

**Tier II Schools** shall mean the 15 (which is equal to 5%) lowest ranked secondary schools where the "all students" group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above 15 schools.

**Tier III Schools** means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). Districts may submit applications that contain Tier III schools but

all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has received a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Nebraska has also received a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE’s American Recovery and Reinvestment Act (ARRA) and the Title I homepage at: [http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at: <http://www2.ed.gov/programs/sif/index.html>.

### **Use of Funds**

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model. Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities approved in the school’s Title I Accountability Funds application. Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.

Districts must demonstrate capacity to fully implement the selected intervention model within the three years of funding of these grants.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to

managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

### **Available Funds**

For the three year grants that begin in 2010-11, Nebraska received \$14,753,171 from the American Recovery and Reinvestment Act (ARRA) and \$2,684,135 from ESEA for these Section 1003(g) funds. The ARRA funds are a one-time allocation to the State. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. Both the ARRA and ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2010-11, 2011-12 and 2012-13. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school. There is a minimum of \$500,000 per year per school. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

### **Continued Funding**

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: [http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or <http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

### **Supplement, not supplant**

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

### **Letter of Intent to Apply**

After notification of eligibility for an ESEA Section 1003(g) School Improvement Grant, a district must submit the Intent to Apply letter by May 15, 2010 notifying the Title I Office whether or not it will apply for every Tier I school or for a grant for a Tier II or Tier III school(s). The Intent to Apply letter must identify the school(s) the district intends to serve with the SIG funds. Letters of Intent must be signed by the authorized representative and submitted to Diane Stuehmer, Title I Director, electronically at [diane.stuehmer@nebraska.gov](mailto:diane.stuehmer@nebraska.gov) or faxed to 402-471-0117.

### **Application Writing Assistance**

NDE will provide a one-day application writing conference. The date and location will be announced once the Letters of Intent are all submitted. All districts that intend to apply must attend this workshop.

Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

### **Application Approval Process**

Nebraska will convene a panel of district and NDE staff with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes more than one school and may include schools from any or all of the three Tiers. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank ordered by the total scores. The highest ranking Tier I and Tier II schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution relative to size of school or geographic location.

Schools that are finalists must participate in a team interview with NDE staff either on-site or via polycom. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

### **Applications Timelines**

Applications are due by midnight (Central Daylight Savings Time) on June 24, 2010 and should be submitted electronically to: [diane.stuehmer@nebraska.gov](mailto:diane.stuehmer@nebraska.gov). In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director  
Nebraska Department of Education  
301 Centennial Mall South

PO BOX 94987  
Lincoln, NE 68509

### **Application Contents**

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:  
[http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or  
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant
- A copy of each school's Profiles from the State of the Schools Report for 2007-08 and 2008-09.

# ESEA Section 1003(g) School Improvement Grants

## APPLICATION COVER SHEET

District Name: WALTHILL PUBLIC SCHOOL  County/District Number: 87-0013	District Mailing Address: 602 Main St. Box 3C Walthill NE 68067
District Contact for the School Improvement Grant  Name: Ed Stansberry  Position and Office: Superintendent  Contact's Mailing Address: Walthill Public School 602 Main St. Box 3C Walthill NE 68067  Telephone: 402-846-5432  Fax: 402-846-5932  Email address: <a href="mailto:estansbe@esu1.org">estansbe@esu1.org</a>	
President of the School Board (Printed Name):	Telephone: 402-846- 5432
Signature of the President of the School Board  X _____	Date:
Authorized Representative of the District (Printed Name):	Telephone: 402-846-5432
Signature of the Authorized Representative:  X _____	Date:
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

**SECTION 1. DISTRICT INFORMATION**

**PART A. SCHOOLS TO BE SERVED**

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transformation
Walthill High School	X						X

A.2. If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

**PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL**

**Analysis of Need and Capacity**

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district’s capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget

forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a district level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

The Walthill Public School District is a PK-12 building. The Walthill Public School District will assist our high school in the transformation model to improve our graduation rate. The budget will be developed to include necessary district funding to achieve our school goal of improving our attendance and graduation rate.

- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors might include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

The Walthill Public School District is an accredited school that has 97% highly qualified staff. The Walthill Public School District was part of the Native American High Performance Learning Consortium and scored very high in all areas the previous year. The Walthill Public School District joined AdvancEd to become nationally accredited. The school had our AdvancEd SAR visitation this spring. The AdvancEd QAR visit will be in the spring of 2011. The parents, teacher's union, and community are in support of our efforts to improve our graduation rate.

- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity might address the same factors listed above.

The Walthill Public School District is a Tier I school and applying for SIG grant. The Walthill Public School District will develop the budget to support our ideas of improving our graduation rate.

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

The Walthill Public School District will utilize the ESU1 for assistance in our staff development. The Walthill Public School District will also utilize staff development from Ruby Payne, Doug Reeves, and Robert Marzano. The District intends to schedule calendar days to provide workshops in the school building. Teachers will be trained as leaders to allow sustainability for staff development.

- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

The Walthill Public School District has programs in place to help support the SIG grant. Each staff member is on an AdvancEd committee. The District holds monthly meetings with the team leads of these committees. Walthill Public School District uses our Impact Aid funding for staffing and programs to address our attendance and graduation issues. Walthill Public School District budget was developed to provide students the opportunity for college visits and advanced placement courses.

- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

The Walthill Public School District will support any changes necessary to fully support the SIG grant ideas of increasing school time. This will include after school hours and summer school. The Walthill Public School District will continue our efforts of student support with small class sizes and homeroom teachers.

- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

The Walthill Public School District will examine possible changes in the budget to help sustain the transformation model. The Walthill Public School District will be able to sustain programs by training our staff to be the leaders and mentors for the future. The Walthill Public School District will make necessary calendar and daily changes to increase our academic learning opportunities. The ESU1 staff will be fully trained in our transformation ideas and available to help sustain our ideas. The ESU1 staff has worked with our school district in our efforts to meet our school goals over the years.

- B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum

goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

NOTE: Districts applying for ESEA Section 1003(g) funds will need to submit goals for increasing the student performance in Reading by October of 2010 after baseline data is established for each school and group using NeSA-R (Reading) and NeSA-AAR (alternate assessment Reading). Districts will establish goals for Math for the 2010-11 school year using existing assessment results. The statewide averages for Math gains are provided below the Goals chart.

If the district goal will be the same as the State goal, complete the district column with “Same”.

Area	State Goal	District Goal
Reading	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
Math	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Same
College enrollment rate (high schools only)	Measurable increase from the previous year	Same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same
Leading Indicators (includes dropout rate, student	Measureable improvement from previous year (or baseline for initial	Same

attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	year of grant)	
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

<b>Statewide Average Gain – Math (2008-09 AYP Data)</b>	
<b>Group</b>	<b>Percentage points</b>
All Students	1.37
American Indian/Alaska Native	1.80
Asian or Pacific Islander	-.01
White, Not Hispanic	1.26
Black, Not Hispanic	3.39
Hispanic	1.49
Students eligible for free and reduced lunch	2.03
Special Education Students	3.12
English Language Learners	2.33

- B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

The Walthill Public School District met on May 10, 2010 for the regular board meeting and discussion was held on our school being on the PLAS lists. Emails have taken place since then about applying for the grant and the changes that need to occur to improve our graduation rate. The school administrative team has met numerous times to discuss the PLAS issues. The Walthill Public School District representatives met on May 26, 2010 at Fremont with NDE staff. The Walthill Public School employees were emailed on May 29, 2010 for their suggestions and ideas to improve our graduation rates. Three of the four Native American Schools - Walthill, Winnebago, and Santee met on June 1, 2010 to

discuss our plans to improve our district graduation rates. We have similar issues such as high poverty and mobility issues that affect our graduation rates. Students and parents were asked what the school could change to increase our attendance rate and ultimately increase our graduation rates. Students replied that incentives like gift certificates for clothing and shoes. Parent replies included money for gas so they could get their children to school if they missed the bus and after school programs.

## **PART C. DISTRICT BUDGET**

A district budget is needed only if the district is requesting funds for district support for the school(s) to assist in implementing one of the models as identified in question B.1. above. District costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be district level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant.

The Walthill Public School District will utilize funds from the SIG grant to improve our graduation rate. The Walthill Public School District will replace the high school principal. The Walthill Public School District will hire an assistant principal to be our project manager. The project manager will be responsible for graduation rates, attendance issues, and academic issues. The project manager will be in charge of improving our parental involvement.

The school will employ a teacher to manage our after-school and summer school program. This will increase our academic learning time. The Walthill Public School District will purchase site licenses from Odysseyware for our credit recovery program. This will help provide our students with more individualized learning opportunities. The Walthill Public School District will employ two teachers to help with our credit recovery time. They will also work with our after-school and summer school program. The Walthill Public School will employ extra teachers to increase our advanced placement classes opportunities. The Walthill Public School District will purchase interactive white boards for teachers.

The Walthill Public School District will employ two additional teachers to help with our freshman transitional period. These teachers will also be their homeroom teachers. The Walthill Public School District will employ a pre-school teacher to provide services necessary to accommodate our high school parents with children. The Walthill Public School District will need to upgrade some rooms and provide supplies for the extra staffing required in this grant.

The Walthill Public School District will employ two truant officers to address our attendance issues. The school will pick up students who miss the bus or are unable to get to school on time. This extra transportation and mileage cost will be included in the

grant budget. The school will upgrade our phone and intercom system to keep track of students and provide assistance in tracking our students without interruption to the educational setting. Cell phones or some type of handheld communication system will be purchased so employees can be reached when they go to parents' homes.

High school students will be provided with one to one computers. The school will employ a technology person to assist with our student and staff technology training. The Walthill Public School District will provide staffing and computers for the community library so it can be open in the evenings. Most of our students and parents of our district do not have computer access.

The Walthill Public School District will contract services from the ESU1 for staff development and services. This will included Ruby Payne, Doug Reeves, and Robert Marzano. The ESU will train our staff on utilizing MAP and AIMSweb data. The ESU1 will provide services and training to help with our goal of being AdvancEd accredited. The Walthill Public School District will also provide APL and Love and Logic training for our staff. Love and Logic training will be provided for parents.

The Walthill Public School District will purchase upgraded curriculum in any content area after researching what is best for our students.

The Walthill Public School District will develop a work-study class to provide our graduates with job opportunities. The District will develop a working relationship with our local businesses to allow our students after school training in specialized areas. These areas could include but not limited to plumbing, electrical, and mechanical.

The Walthill Public School District will work with the ESU1 and NDE in developing an effective evaluation system for teachers and principals.

The Walthill Public School District will employ a custodian to help with our extra school hours and activities.

C.2. Complete the District Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample budget page for the district.) The link to all Budget Forms is found at:

[http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or  
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

#### **PART D. ASSURANCES**

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;

- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the NDE the school-level data required under section III of the final requirements.

**PART E. WAIVERS**

Check each waiver that the district will implement.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## Section 2. SCHOOL LEVEL INFORMATION

**Complete a Section 2 for each school included in the application.**

### **PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL**

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and Budget forms are designed for each intervention model. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

#### School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the plan approved for the school's Title I Accountability funds under Section 1003(a). These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:

[http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or  
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2007-08 and 2008-09. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:

<http://reportcard.nde.state.ne.us/Main/Home.aspx>

Complete the table below using 2008-09 data. Provide an explanation if any data is not available.

<b>Reporting Metrics for the School Improvement Grants</b>	
<b>Student Achievement not captured on the Profile from the State of the Schools Report</b>	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	32%
(2) Graduation rate (AYP graduation rate for high schools only)	64%
(3) College enrollment rate (high schools only)	6%
<b>Leading Indicators</b>	
(4) Number of minutes within the school year	69,660
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	12 and 15%
(6) Dropout rate (total for high schools only)	0%
(7) Student attendance rate	88%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	18
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the

Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

Walthill Public School area of need is the graduation and attendance rate. The transformation model will provide the school with funding to implement programs and utilize staff to improve our graduation and attendance rates.

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

Walthill Public School plans to offer more instructional hours. The extra instructional hours provide our students with the opportunities for credit recovery and more one to one instructional time. The transformation model supplies the funding for staffing and programs to offer after school and summer school academic learning time. This will allow the students the opportunity to stay on track for graduation.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

Walthill Public School would provide our staff with necessary staff development to help implement programs to increase our graduation rate. Walthill Public School teachers have an average of 13 years experience in the district. The percentage of teachers with master degrees in Walthill is 41%. Walthill Public School District is supportive to the professional development of their staff but lack of funding has made this opportunity difficult over the years.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

Walthill Public School would utilize the grant money to align our curriculum and improve our instructional practices. The Walthill Public School would be able to use grant funds to offer credit recovery programs. This will also help our teen pregnancy issue and allow them the opportunity to get back on track for graduation.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

Walthill Public School needs to improve our attendance and graduation rate. The transformation model allows the Walthill Public School the extra funds to provide staffing, credit recovery programs, staff development, and extended academic learning time to meet these needs. Walthill Public School is part of the AdvancEd program. Walthill Public School completed our AdvancEd SAR visitation in the spring of 2010. We will have our AdvancEd QAR visit to become nationally accredited in the spring of 2011.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

Walthill Public School met monthly with staff members to analyze the needs of our school. Walthill Public Schools met with the school board, administrative team, staff, students, and parents in selecting the transformation model.

#### A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

#### **Four School Intervention Models (from USDE Guidance)**

(a) *Turnaround model:*

(1) *A turnaround model is one in which a district must--*

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
- (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*  
*(A) Screen all existing staff and rehire no more than 50 percent; and*  
*(B) Select new staff;*
- (iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*

- (iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
  - (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
  - (vi) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
  - (vii) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
  - (viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
  - (ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*
- (2) *A turnaround model may also implement other strategies such as--*
- (i) *Any of the required and permissible activities under the transformation model; or*
  - (ii) *A new school model (e.g., themed, dual language academy).*

(b) Restart model: *A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.*

(c) School closure: *School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.*

(d) Transformation model: *A transformation model is one in which an LEA implements each of the following strategies:*

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) *Replace the principal who led the school prior to commencement of the transformation model;*

Walthill Public School will replace the principal.

(B) *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--*

(1) *Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and*

Walthill Public School will collect and analyze the student data to determine the effectiveness of our instructional practices. Walthill Public School staff will be trained to effectively collect and analyze the student data.

- (2) *Are designed and developed with teacher and principal involvement;*

The evaluation system will be developed with teacher and principal involvement.

- (C) *Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;*

Walthill Public School will work towards a negotiated agreement with the teachers that rewards effective teachers based on student growth and achievement.

- (D) *Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and*

Walthill Public School will provide professional development and contract services from the ESU1 for professional staff development and services to improve our graduation rates. This will include Ruby Payne, Doug Reeves, and Robert Marzano. The ESU will train our staff on utilizing MAP and AIMSweb data. The ESU1 will provide services and training to help with our goal of being AdvancEd accredited. The Walthill Public School District will also provide APL and Love and Logic training for our staff. Love and Logic training will be provide for parents.

- (E) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*

Walthill Public School will work towards a negotiated agreement with the teachers that rewards effective teachers based on student growth and achievement.

(ii) Permissible activities. *An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--*

- (A) *Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;*  
(B) *Instituting a system for measuring changes in instructional practices resulting from professional development; or*

(C) *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

(2) Comprehensive instructional reform strategies.

(i) Required activities. *The LEA must--*

(A) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and*

Walthill Public School will analyze our student data to examine our current instructional program. Research and upgrading our curriculum will be based upon analyzing our student data.

(B) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

Walthill Public School District has a data team. Teachers will be trained to examine the student data and adjust their instructional practices to fit the needs of their students. The Walthill Public School will utilize the services of the ESU1 to increase our staff awareness of utilizing student data.

(ii) Permissible activities. *An LEA may also implement comprehensive instructional reform strategies, such as--*

(A) *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective*

Walthill Public School will have monthly AdvancEd learning team meetings to examine and analyze student data.

(B) *Implementing a schoolwide "response-to-intervention" model;*

Walthill Public School implemented a RTI program during the 2009-10 school year.

(C) *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;*

Walthill Public School has provided professional development to implement effective strategies to support students with disabilities. Walthill Public School believes all students are can be successful and we strive to meet the needs of all students.

- (D) *Using and integrating technology-based supports and interventions as part of the instructional program; and*

Walthill Public School will install interactive white boards and provide one to one computers for our high school students.

- (E) *In secondary schools--*

- (1) *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*

Walthill Public School will offer opportunities for students to enroll in advanced coursework and dual credit classes.

- (2) *Improving student transition from middle to high school through summer transition programs or freshman academies;*

Walthill Public School will provide staff members to help mentor students during this transition period.

- (3) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*

Walthill Public School will utilize OdysseyWare programs for our credit recovery program. Walthill Public School will increase staffing to provide smaller learning communities and more one to one interaction.

- (4) *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

Walthill Public School will create a plan and train staff to identify students who may be at risk of failing to graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

- (A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

Walthill Public School will provide over 300 hours of extra academic learning time to the students. Extended academic learning time will be provided by adding 2 hours daily to our after-school program and 40 hours of summer school.

- (B) Provide ongoing mechanisms for family and community engagement.

Walthill Public School will provide opportunities for family and community engagement. A staff member will be responsible for establishing dates and times for family and community events. Walthill Public School will conduct monthly parent meetings and provide parents with Love and Logic training. Walthill Public School will provide staff and computers to allow the community library to be open in the evenings for students and parents.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

- (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

Walthill Public School works with Tribal agencies to meet the social, emotional and health needs of our students.

- (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

- (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

Walthill Public School will use APL along with Love and Logic to improve our school climate.

- (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Walthill Public School currently offers full day kindergarten and pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

- (A) *Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and*

Walthill Public School will adjust the daily schedule to meet the requirements necessary to help improve our graduation rates.

- (B) *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).*

Walthill Public School will provide technical assistance to our staff to implement our plan. Walthill Public School will hire a technology staff member and provide necessary staff development to assist our staff in their needs.

(ii) *Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--*

- (A) *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*  
(B) *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

### Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to fully implement the intervention model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

<b>Transformation Intervention Model - 1</b>	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	Replace the principal
Key steps	Follow board procedures to hire a new principal
Start Date	August 1, 2010
Full implementation date	August 1, 2010
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$305,130
<b>Transformation Intervention Model - 2</b>	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	The evaluation system will be developed with teacher and principal involvement.
Key steps	Walthill Public School will work in collaboration with NDE, principals, and teachers to develop an evaluation system that takes into account student growth.

Start Date	January 2011
Full implementation date	Fall 2011
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$6,243
<b>Transformation Intervention Model - 3</b>	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p style="text-align: center;"><b>NOTE: This requirement is an option for Tier III schools.</b></p>	
Activity	Negotiated agreement with teachers
Key steps	Walthill Public School will work towards a negotiated agreement with teachers that rewards effective teachers based on student growth and achievement.
Start Date	October 2010
Full implementation date	Fall 2011
Person(s) responsible	School Board and teachers
Monitor and evaluate	Superintendent
Cost for three years	\$90,000
<b>Transformation Intervention Model - 4</b>	
<p>Requirement (1D): Developing and increasing teacher and school leader effectiveness  (D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	
Activity	Walthill Public School will contract services from the ESU1.
Key steps	Contact ESU1 for available services. Make calendar adjustments for professional development. Establish staff meeting dates and times for implementation.

Start Date	August 12, 2010
Full implementation date	Spring 2013
Person(s) responsible	Superintendent
Monitor and evaluate	Project Manager
Cost for three years	\$187,296
<b>Transformation Intervention Model - 5</b>	
Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school	
Activity	Negotiated agreement with teachers
Key steps	Walthill Public School will work towards a negotiated agreement with teachers that rewards effective teachers based on student growth and achievement.
Start Date	October 2010
Full implementation date	Fall 2011
Person(s) responsible	School Board and teachers
Monitor and evaluate	Superintendent
Cost for three years	\$90,000
<b>Transformation Intervention Model - 6</b>	
Requirement (2A): Comprehensive Instructional reform strategies (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	Monthly AdvancEd learning team meetings to examine and analyze student data.
Key steps	Provide calendar changes necessary to accommodate Advanced learning team meetings. Provide staff development to analyze student data
Start Date	August 2009
Full implementation date	Fall 2010
Person(s) responsible	Principal

Monitor and evaluate	Project Manager
Cost for three years	\$234, 120
<b>Transformation Intervention Model - 7</b>	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Analyze data to determine differentiate instruction.
Key steps	Implement credit recovery program, one to one computers, and smaller ratio in learning communities.
Start Date	Fall 2010
Full implementation date	Spring 2011
Person(s) responsible	Principal
Monitor and evaluate	Project Manager
Cost for three years	\$1,631,825
<b>Transformation Intervention Model – 8</b>	
Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	Establish an after school program and summer school to increase over 300 hours of academic learning time.
Key steps	Hire personnel to implement the program.
Start Date	Fall 2010
Full implementation date	Summer 2011
Person(s) responsible	Principal
Monitor and evaluate	Project manager
Cost for three years	879,000
<b>Transformation Intervention Model - 9</b>	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Provide community library staffing and computers to be open for evening hours for parents and students. Provide Love and Logic training for parents.

	Hold monthly parent meetings.
Key steps	Hire necessary staff and equipment. Set up dates and times for professional development and monthly meetings.
Start Date	Fall 2010
Full implementation date	Spring 2011
Person(s) responsible	Project Manager
Monitor and evaluate	Principal
Cost for three years	\$82,500
<b>Transformation Intervention Model - 10</b>	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Walthill Public School will adjust the daily schedules to meet the SIG requirements necessary to improve our graduation rates
Key steps	Hire staffing and provide supplies to fully implement the program
Start Date	Fall 2010
Full implementation date	Spring 2013
Person(s) responsible	Principal
Monitor and evaluate	Project manager
Cost for three years	\$4,619,810 for entire project
<b>Transformation Intervention Model – 11</b>	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	The school will provide technical assistance to our staff to implement our plan.
Key steps	Hire technology staff member and provide professional development for staff.

Start Date	Fall 2010
Full implementation date	Spring 2013
Person(s) responsible	Principal
Monitor and evaluate	Project manager
Cost for three years	\$444,000
<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities</b>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

A.3. Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school's Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

<b>Tier III – Improvement Activities (Copy and complete as many as needed)</b>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	

PART B. BUDGETS

Budget forms have been designed to assist the school in budgeting, by intervention model, for each of the three years of fun availability. Total amounts for each object code are calculated for each year and also transferred automatically to the three year Summary Budget and District Summary Budget form.

Budget forms are found in a separate EXCEL file at:  
[http://www.nde.state.ne.us/ARRA/School\\_Improvement\\_Grants.html](http://www.nde.state.ne.us/ARRA/School_Improvement_Grants.html) or  
<http://www.nde.state.ne.us/federalprograms/titlei/index.htm>.

## Appendix A.

### Process and Definitions used in identifying the persistently lowest-achieving schools

Definitions for Nebraska

**School** shall mean the school as used for the elementary, middle and high school designations for AYP. This does not include Rule 10 (Accreditation) Special Purpose Schools or preschools. Students being served in programs are reported in the school where they would be attending.

**Secondary school** shall mean any middle, junior high or senior high.

**Number of years** shall mean three years.

**Graduation rate** means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years. The initial year of identifying the persistently lowest-achieving schools will use 2005-06, 2006-07 and 2007-08 data.

**Performance Rank** shall mean the total number of students in the “all students” group at the proficient level in both Reading and Math divided by the total number of students enrolled a Full Academic Year (FAY as defined for AYP) in Reading and Math to determine a percent proficient for each school.

**Progress Over Time Rank** shall mean the total number of students in the “all students” group at the proficient level in Reading and Math for the three latest years divided by the total number of students enrolled a Full Academic Year (FAY) in Reading and Math for the three latest years to determine a percent proficient.

**Weighting** shall mean the performance rank will be weighted (multiplied by two) and added to the progress over time rank.

**Final Rank** shall mean the combination of performance rank and the progress over time rank.

Persistently lowest-achieving schools (PLAS) Identification Procedure

#### Performance Rank

For the initial year (2008-09 AYP data) for all schools, add the numbers of students at the proficient level in Reading to the number of students at the proficient level in Math, then divide by the total number of students enrolled a full academic year (FAY as defined for AYP) in Reading and Math to get a percent proficient. Rank the schools by this percent proficient for a performance rank.

#### Progress Over Time Rank

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the

number of students enrolled a full academic year (FAY) for both Reading and Math for all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

Final Rank to Determine the Persistently Lowest-Achieving Schools

The performance rank is doubled before adding to the progress over time rank. Schools are then ranked to determine a final rank and the five or 5% (whichever is greater) schools are the persistently lowest-achieving schools in each Tier.

Graduation Rate

Using the AYP graduation data for all high schools in the state for the last three years (initially, 2005-06, 2006-07, and 2007-08), calculate a PLAS graduation rate using the AYP formula.

**Appendix B**

**ESEA Section 1003(g) School Improvement Grants**

**REVIEWERS RATING AND CHECKLIST**

District Name: \_\_\_\_\_

County/district Number: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Section 1. District Level Information</b>		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
	Cover page signed by School Board President and Authorized Representative						
<b>Part A. Schools To Be Served</b>							
A.1.	List of schools with a Tier identified for each						
A.2.	Optional – Tier I or Tier II school from list already started						
<b>Part B. Descriptive Information District Level</b>							
B.1.	District Contribution						
B.2.	District Capacity						
B.3.	Lack of capacity to serve a Tier I school						
B.4.	External Providers						
B.5.	Alignment of Programs and Services						
B.6.	Modify Practices and Policies						
B.7.	Sustain Interventions after availability of funds						
B.8.	Annual Goals						
B.9.	District support for planning and intervention						
<b>Part C. Budget</b>							
C.1.	Optional description of proposed activities						

C.2.	Optional Budget page for district						
D.	Assurances						
E.	Waivers checked as appropriate						
TOTAL POINTS							
Comments:							

Complete Section 2 for each school included in the application.

Name of School \_\_\_\_\_ Tier \_\_\_\_\_ Intervention Model \_\_\_\_\_

<b>Section 2 – School Level Information</b>		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Part A. Descriptive Information School Level							
A.1. Analysis of Need							
a)	Student Achievement and Leading Indicators						
b)	Programs/Services Profile						
c)	Staff Profile						
d)	Curriculum/Instructional Practices						
e)	System Profile						
f)	Process						
A.2. Action Plans Complete by Intervention Model							
A.3. Action Plan for Tier III							
Part B. Budget							
	3 years for each model						
	Summary Budget						

Checklist for <b>TURNAROUND INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b>Required Activities</b>						
(a)(1)(i) operational flexibility						
(a)(1)(ii) measure effectiveness						
(a)(1)(iii) increased opportunities						
(a)(1)(iv) ongoing prof. development						
(a)(1)(v) new governance						
(a)(1)(vi) data driven instructional program						
(a)(1)(vii) continuous use of student data						
(a)(1)(viii) increased learning time						
(a)(1)(ix) services & supports for students						
<b>Permissible Activities:</b>						
(a)(2)(i)(A) additional compensation						
(a)(2)(i)(B) system for measuring changes						
(a)(2)(i)(C) consent to accept teacher						
(a)(2)(ii) new school model						
<b>AVERAGE POINTS FOR REQUIREMENTS</b>						

Checklist for <b>RESTART INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b>Required Activities</b>						
(b) Convert school or reopen as a charter						

Checklist for <b>SCHOOL CLOSURE INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(c) School Closure						

Checklist for <b>TRANSFORMATION INTERVENTION MODEL</b> *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(d)(1)(i)(A) replace principal						
(d)(1)(i)(B) evaluation systems for teachers & principals						
(d)(1)(i)(C) reward school leaders						
(d)(1)(i)(D) ongoing professional development						
(d)(1)(i)(E) recruit/retain staff with necessary skills						
<u>Permissible Activities:</u>						
(d)(1)(ii)(A) attract/retain staff with necessary skills						
(d)(1)(ii)(B) institute a system for measuring changes						
(d)(1)(ii)(C) mutual consent for hiring teachers						
<u>Required Activities</u>						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
<u>Permissible Activities:</u>						
(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
<u>Required Activities</u>						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
<u>Permissible Activities:</u>						

(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d)(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
<b>Required Activities</b>						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
<b>Permissible Activities:</b>						
(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
<b>AVERAGE POINTS FOR REQUIREMENTS</b>						

Checklist for <b>Tier III Schools with Title I Accountability Plans</b> *AI = Already started or implemented Briefly list activities from the Action Plans	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<b>AVERAGE POINTS</b>						

**Appendix C**

**Sample Budget Page for District Expenditures (optional)**

NDE County District No.: 0

District Name: 0

**DISTRICT-WIDE ACTIVITIES FOR YEAR 1 (2010-11)**

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Sample Budget Pages for Turnaround Model**

**TURN AROUND MODEL BUDGET FOR YEAR 1 (2010-11)**

NDE County District No.: 0  
 District Name: 0  
 NDE School No.:  
 School Name:

Activity	100	200	300	400	500	600	
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
<u>Required Activities</u>							
(a)(1)(i) operational flexibility							\$0
(a)(1)(ii) measure effectiveness							\$0
(a)(1)(iii) increased opportunities							\$0
(a)(1)(iv) ongoing prof. development							\$0
(a)(1)(v) new governance							\$0
(a)(1)(vi) data driven instructional program							\$0
(a)(1)(vii) continuous use of student data							\$0
(a)(1)(viii) increased learning time							\$0
(a)(1)(ix) services & supports for students							\$0
<u>Permissible Activities:</u>							
(a)(2)(i)(A) additional compensation							\$0
(a)(2)(i)(B) system for measuring changes							\$0
(a)(2)(i)(C) consent to accept teacher							\$0
(a)(2)(ii) new school model							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**TURN AROUND MODEL BUDGET FOR YEAR 2 (2011-12)**

NDE County District No.:	0							
District Name:	0							
NDE School No.:	0							
School Name:	0							
	Activity	100	200	300	400	500	600	
		Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
	(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)								\$0
<u>Required Activities</u>								
(1)(i) operational flexibility								\$0
(1)(ii) measure effectiveness								\$0
(1)(iii) increased opportunities								\$0
(1)(iv) ongoing prof. development								\$0
(1)(v) new governance								\$0
(1)(vi) data driven instructional program								\$0
(1)(vii) continuous use of student data								\$0
(1)(viii) increased learning time								\$0
(1)(ix) services & supports for students								\$0
<u>Permissible Activities:</u>								
(2)(i)(A) additional compensation								\$0
(2)(i)(B) system for measuring changes								\$0
(2)(i)(C) consent to accept teacher								\$0
(2)(ii) new school model								\$0
Totals by Object Code		\$0	\$0	\$0	\$0	\$0	\$0	\$0

**TURN AROUND MODEL BUDGET FOR YEAR 3 (2012-13)**

NDE County District No.: 0  
 District Name: 0  
 NDE School No.: 0  
 School Name: 0

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
<u>Required Activities</u>							
(1)(i) operational flexibility							\$0
(1)(ii) measure effectiveness							\$0
(1)(iii) increased opportunities							\$0
(1)(iv) ongoing prof. development							\$0
(1)(v) new governance							\$0
(1)(vi) data driven instructional program							\$0
(1)(vii) continuous use of student data							\$0
(1)(viii) increased learning time							\$0
(1)(ix) services & supports for students							\$0
<u>Permissible Activities:</u>							
(2)(i)(A) additional compensation							\$0
(2)(i)(B) system for measuring changes							\$0
(2)(i)(C) consent to accept teacher							\$0
(2)(ii) new school model							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.**

**TURN AROUND MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)**

NDE County District No.: 0  
 District Name: 0  
 NDE School No.: 0  
 School Name: 0

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	0	0	0	0	0	0	\$0
<b>Required Activities</b>							
(1)(i) operational flexibility	0	0	0	0	0	0	\$0
(1)(ii) measure effectiveness	0	0	0	0	0	0	\$0
(1)(iii) increased opportunities	0	0	0	0	0	0	\$0
(1)(iv) ongoing prof. development	0	0	0	0	0	0	\$0
(1)(v) new governance	0	0	0	0	0	0	\$0
(1)(vi) data driven instructional program	0	0	0	0	0	0	\$0
(1)(vii) continuous use of student data	0	0	0	0	0	0	\$0
(1)(viii) increased learning time	0	0	0	0	0	0	\$0
(1)(ix) services & supports for students	0	0	0	0	0	0	\$0
<b>Permissible Activities:</b>							
(2)(i)(A) additional compensation	0	0	0	0	0	0	\$0
(2)(i)(B) system for measuring changes	0	0	0	0	0	0	\$0
(2)(i)(C) consent to accept teacher	0	0	0	0	0	0	\$0
(2)(ii) new school model	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**School Improvement Grant Application**

NDE County District No.: 87-0013  
 District Name: Walthill Public High School

Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.

List Below School(s) for which budgets are included and the model they will be implementing:

School Name	Model
Walthill Public High School	Transformation

NDE County District No.: 87-0013  
 District Name: Walthill Public High School

**DISTRICT-WIDE ACTIVITIES FOR YEAR 1 (2010-11)**

Activity	100	200	300	400	500	600	Total for Listed Activity
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	
List below activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
Salaries							\$0
computers & tech equipment							\$0
contracted services							\$0
professional development							\$0
supplies, software, materials							\$0
van/bus							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

NDE County District No.: 87-0013

District Name: Walthill Public High School

**DISTRICT-WIDE ACTIVITIES FOR YEAR 2 (2011-12)**

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
Salaries							\$0
computers & tech equipment							\$0
contracted services							\$0
professional development							\$0
supplies, software, materials							\$0
van/bus							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**DISTRICT-WIDE ACTIVITIES FOR YEAR 3 (2012-13)**

NDE County District No.: 87-0013

District Name: Walthill Public High School

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
Salaries							\$0
computers & tech equipment							\$0
contracted services							\$0
professional development							\$0
supplies, software, materials							\$0
van/bus							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.**

**DISTRICT-WIDE ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)**

NDE County District No.:	87-0013							
District Name:	Walthill Public High School							
Activity	100	200	300	400	500	600		
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity	
Listed below are activities for district-wide activities only. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)								
Salaries	0	0	0	0	0	0	\$0	
computers & tech equipment	0	0	0	0	0	0	\$0	
contracted services	0	0	0	0	0	0	\$0	
professional development	0	0	0	0	0	0	\$0	
supplies, software, materials	0	0	0	0	0	0	\$0	
van/bus	0	0	0	0	0	0	\$0	
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Use this budget for only one school implementing the Transformation Model.

Additional Transformation Budgets are provided for additional schools that will be implementing this model.

**TRANSFORMATION MODEL BUDGET FOR YEAR 1 (2010-11)**

NDE County District No.:	87-0013						
District Name:	Walthill Public High School						
NDE School No.:							
School Name:							
Activity	100	200	300	400	500	600	

(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	65,000	26,950		13,000			\$104,950
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	70,000	27,748					\$97,748
(d)(1)(i)(B) evaluation systems for teachers & principals						2,000	\$2,000
(d)(1)(i)(C) reward school leaders						30,000	\$30,000
(d)(1)(i)(D) ongoing professional development			60,000		60,000	25,000	\$145,000
(d)(1)(i)(E) recruit/retain staff with necessary skills	304,152	160,985					\$465,137
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program				70,000			\$70,000
(d)(2)(i)(B) continuous use of student data					138,500		\$138,500
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<b>Required Activities</b>							
(d)(3)(i)(A) strategies to increase learning time	93,919	48,146					\$142,065
(d)(3)(i)(B) ongoing family/community engagement			15,000	20,000	2,500		\$37,500
<b>Permissible Activities:</b>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0
(d)(3)(ii)(B) restructuring the school day							\$0
(d)(3)(ii)(C) improve school climate and discipline							\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg							\$0
<b>Required Activities</b>							
(d)(4)(i)(A) flexibility to increase graduation rates	102,296	60,537			60,000		\$222,833
(d)(4)(i)(B) ongoing, intensive TA/support						75,000	\$75,000
<b>Permissible Activities:</b>							
(d)(4)(ii)(A) new governance arrangement							\$0
(d)(4)(ii)(B) budget weighted based on student needs							\$0

Totals by Object Code      \$635,367      \$324,366      \$75,000      \$103,000      \$261,000      \$132,000      \$1,530,733

**TRANSFORMATION MODEL BUDGET FOR YEAR 2 (2011-12)**

NDE County District No.: 87-0013  
 District Name: Walthill Public High School  
 NDE School No.: 0  
 School Name: 0

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	67,600	28,028					\$95,628
<u>Required Activities</u>							
(d)(1)(i)(A) replace principal	72,800	28,858					\$101,658
(d)(1)(i)(B) evaluation systems for teachers & principals						2,080	\$2,080
(d)(1)(i)(C) reward school leaders						30,000	\$30,000
(d)(1)(i)(D) ongoing professional development			62,400	0	62,400	26,000	\$150,800
(d)(1)(i)(E) recruit/retain staff with necessary skills	316,318	167,424					\$483,742
<u>Permissible Activities:</u>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program				72,800			\$72,800
(d)(2)(i)(B) continuous use of student data					144,040		\$144,040
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools							\$0
(d)(2)(ii)(E)(2) student transition							\$0
(d)(2)(ii)(E)(3) increase graduation rates							\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students							\$0
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time	97,676	50,072					\$147,748
(d)(3)(i)(B) ongoing family/community engagement			15,600	20,800	2,600		\$39,000
<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments							\$0

(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
<b>Required Activities</b>								
(d)(4)(i)(A) flexibility to increase graduation rates	106,388	62,958					78,000	\$169,346
(d)(4)(i)(B) ongoing, intensive TA/support								\$78,000
<b>Permissible Activities:</b>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$660,782	\$337,340	\$78,000	\$93,600	\$209,040	\$136,080		\$1,514,842

**TRANSFORMATION MODEL BUDGET FOR YEAR 3 (2012-13)**

NDE County District No.: 87-0013  
 District Name: Walthill Public High School  
 NDE School No.: 0  
 School Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	70,304	29,149					\$99,453
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	75,712	30,012					\$105,724
(d)(1)(i)(B) evaluation systems for teachers & principals						2,163	\$2,163
(d)(1)(i)(C) reward school leaders						30,000	\$30,000
(d)(1)(i)(D) ongoing professional development			64,896	0	64,896	27,040	\$156,832
(d)(1)(i)(E) recruit/retain staff with necessary skills	328,971	174,121					\$503,092
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills							\$0
(d)(1)(ii)(B) institute a system for measuring changes							\$0
(d)(1)(ii)(C) mutual consent for hiring teachers							\$0
<b>Required Activities</b>							
(d)(2)(i)(A) use of data for implementing program				75,712			\$75,712
(d)(2)(i)(B) continuous use of student data					149,802		\$149,802
<b>Permissible Activities:</b>							
(d)(2)(ii)(A) conducting periodic reviews							\$0
(d)(2)(ii)(B) implementing schoolwide RTI model							\$0
(d)(2)(ii)(C) provide additional supports/prof. Development							\$0
(d)(2)(ii)(D) technology based supports/interventions							\$0

(d)(2)(ii)(E)(1) increase rigor in secondary schools								\$0
(d)(2)(ii)(E)(2) student transition								\$0
(d)(2)(ii)(E)(3) increase graduation rates								\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students								\$0
<b>Required Activities</b>								
(d)(3)(i)(A) strategies to increase learning time	101,583	52,075						\$153,658
(d)(3)(i)(B) ongoing family/community engagement			16,224	21,632	2,704			\$40,560
<b>Permissible Activities:</b>								
(d)(3)(ii)(A) partnering to create safe school environments								\$0
(d)(3)(ii)(B) restructuring the school day								\$0
(d)(3)(ii)(C) improve school climate and discipline								\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg								\$0
<b>Required Activities</b>								
(d)(4)(i)(A) flexibility to increase graduation rates	110,643	65,476						\$176,120
(d)(4)(i)(B) ongoing, intensive TA/support						81,120		\$81,120
<b>Permissible Activities:</b>								
(d)(4)(ii)(A) new governance arrangement								\$0
(d)(4)(ii)(B) budget weighted based on student needs								\$0
Totals by Object Code	\$687,213	\$350,834	\$81,120	\$97,344	\$217,402	\$140,323		\$1,574,236

**DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.**

**TRANSFORMATION MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2010-13)**

NDE County District No.: 87-0013  
 District Name: Walthill Public High School  
 NDE School No.: 0  
 School Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)	202,904	84,127	0	13,000	0	0	\$300,031
<b>Required Activities</b>							
(d)(1)(i)(A) replace principal	218,512	86,618	0	0	0	0	\$305,130
(d)(1)(i)(B) evaluation systems for teachers & principals	0	0	0	0	0	6,243	\$6,243
(d)(1)(i)(C) reward school leaders	0	0	0	0	0	90,000	\$90,000
(d)(1)(i)(D) ongoing professional development	0	0	187,296	0	187,296	78,040	\$452,632
(d)(1)(i)(E) recruit/retain staff with necessary skills	949,441	502,531	0	0	0	0	\$1,451,972
<b>Permissible Activities:</b>							
(d)(1)(ii)(A) attract/retain staff with necessary skills	0	0	0	0	0	0	\$0

(d)(1)(ii)(B) institute a system for measuring changes	0	0	0	0	0	0	\$0
(d)(1)(ii)(C) mutual consent for hiring teachers	0	0	0	0	0	0	\$0
<u>Required Activities</u>							
(d)(2)(i)(A) use of data for implementing program	0	0	0	218,512	0	0	\$218,512
(d)(2)(i)(B) continuous use of student data	0	0	0	0	432,342	0	\$432,342
<u>Permissible Activities:</u>							
(d)(2)(ii)(A) conducting periodic reviews	0	0	0	0	0	0	\$0
(d)(2)(ii)(B) implementing schoolwide RTI model	0	0	0	0	0	0	\$0
(d)(2)(ii)(C) provide additional supports/prof. Development	0	0	0	0	0	0	\$0
(d)(2)(ii)(D) technology based supports/interventions	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(1) increase rigor in secondary schools	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(2) student transition	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(3) increase graduation rates	0	0	0	0	0	0	\$0
(d)(2)(ii)(E)(4) early-warning systems for at-risk students	0	0	0	0	0	0	\$0
<u>Required Activities</u>							
(d)(3)(i)(A) strategies to increase learning time	293,178	150,293	0	0	0	0	\$443,470
(d)(3)(i)(B) ongoing family/community engagement	0	0	46,824	62,432	7,804	0	\$117,060
<u>Permissible Activities:</u>							
(d)(3)(ii)(A) partnering to create safe school environments	0	0	0	0	0	0	\$0
(d)(3)(ii)(B) restructuring the school day	0	0	0	0	0	0	\$0
(d)(3)(ii)(C) improve school climate and discipline	0	0	0	0	0	0	\$0
(d)(3)(ii)(D) full-day kdg or pre-kdg	0	0	0	0	0	0	\$0
<u>Required Activities</u>							
(d)(4)(i)(A) flexibility to increase graduation rates	319,327	188,971	0	0	60,000	0	\$568,298
(d)(4)(i)(B) ongoing, intensive TA/support	0	0	0	0	0	234,120	\$234,120
<u>Permissible Activities:</u>							
(d)(4)(ii)(A) new governance arrangement	0	0	0	0	0	0	\$0
(d)(4)(ii)(B) budget weighted based on student needs	0	0	0	0	0	0	\$0
Totals by Object Code	\$1,983,362	\$1,012,540	\$234,120	\$293,944	\$687,442	\$408,403	\$4,619,810

**No data will be entered on this page. This page serves as a combined budget for all completed budget pages.**

**No data will be entered on this page. This page serves as a combined budget for all completed budget pages.**

NDE County District No.: 87-0013  
 District Name: Walthill Public High School

**DISTRICT SUMMARY PAGE**

Activity  (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
District-Wide Activities (Year 1)	0	0	0	0	0	0	\$0
Turn Around Model (Year 1)	0	0	0	0	0	0	\$0
Restart Model (Year 1)	0	0	0	0	0	0	\$0
School Closure (Year 1)	0	0	0	0	0	0	\$0
Transformation1 Model (Year 1)	635,367	324,366	75,000	103,000	261,000	132,000	\$1,530,733
Transformation2 Model (Year 1)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 1)	0	0	0	0	0	0	\$0
District-Wide Activities (Year 2)	0	0	0	0	0	0	\$0
Turn Around Model (Year 2)	0	0	0	0	0	0	\$0
Restart Model (Year 2)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 2)	660,782	337,340	78,000	93,600	209,040	209,040	\$1,514,842
Transformation2 Model (Year 2)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 2)	0	0	0	0	0	0	\$0
District-Wide Activities (Year 3)	0	0	0	0	0	0	\$0
Turn Around Model (Year 3)	0	0	0	0	0	0	\$0
Restart Model (Year 3)	0	0	0	0	0	0	\$0
School Closure							
Transformation1 Model (Year 3)	687,213	350,834	81,120	97,344	217,402	217,402	\$1,574,236

Transformation2 Model (Year 3)	0	0	0	0	0	0	\$0
Transformation3 Model (Year 3)	0	0	0	0	0	0	\$0

**3-Year Totals**

District-Wide Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Turn Around Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Restart Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Closure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transformation1 Model1	\$1,983,362	\$1,012,540	\$234,120	\$293,944	\$687,442	\$408,403	\$4,619,810
Transformation2 Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transformation3 Model	\$0	\$0	\$0	\$0	\$0	\$0	\$0